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## Guided Research-Informed Notetaking

Julian Kilker

University of Nevada, Las Vegas, [julian.kilker@unlv.edu](mailto:julian.kilker@unlv.edu)

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# Guided Research-Informed Notetaking

Julian Kilker, PhD  
Journalism & Media Studies  
julian.kilker@unlv.edu

## Teaching Practice

Structured note-taking is useful for courses—particularly online courses—that expect students to closely read texts and integrate them into their research.

This flexible and reconfigurable practice encourages students to take notes about texts using Google Form prompts. Faculty can efficiently review notes to assess students’ engagement with texts and adjust class meetings and assignments.

This practice extends Cornell’s Notes system originally created by Walter Pauk. I use Google Forms to create structured prompts (step 1, right), and use Google Sheets to review, organize, and distribute student notes (step 2, right).

## Evidence of Benefits

My students engage in more depth and more consistently with assigned texts, reflect on their reading and analytical skills, and iteratively improve their research-informed writing. I use it to gather and distribute notes for class discussion and improve my reading selections. (See samples, right.)

Students tell me that this practice:

“...helped me retain more information and I incorporated it more in other classes.”

“...helped me be more organized when it comes to reading texts.”

“...allows me to have a focus when reading. I can identify key insights of a text when I know what I am looking for before going into the reading.”

“...makes me notice powerful quotes more. I can reference my notes and thoughts about the piece more easily.”

# Structured note-taking helps students closely read and integrate texts into their research

### Step 1: Structured note gathering

Contribute your notes here

Thanks for submitted your notes here. We'll use them to generate resources for your projects, assist in shaping our class discussion, and help me see how you're exploring the texts. As we discuss writing and our topics I'll share selected summaries and quotes in class.

Refer to the current "readings" page in Canvas for a list of all texts. I encourage personal comments/connections but if you're NOT SURE you want to share them with the class, write them in the last comment and click "Do not share these comments." All other comments may be shared in the class Zotero library.

julian.kilker@unlv.edu Switch account

\* Required

Email \*

Your email

I'm ... \*

Choose

Cynthia

Gary

Hannah

Jose

(Not listed here...)

es, B., Hoggatt, J., & Toombs, A. L. (2018). The Dark assign. <https://www.transcript-verlag.de/978-3-8376-4741-9/the-persistence-of-technology/>

Lepore, J. (2014, June 16). What the Gospel of Innovation Gets Wrong. <https://www.newyorker.com/magazine/2014/06/23/the-disruption-machine>

Victor, B. (2012). Inventing on Principle. CUSEC 2012. <https://www.youtube.com/watch?v=PUv66718DII>

### Step 2: Review structured notes

A	B	C	D	
I'm ...	These notes are for...	What are key insights of this text ("notes" in the Cornell system)?	What questions came to your mind as you read this text ("cues" in the Cornell system)?	Overall learnings
Cynthia	Gray, C. M., Kou, Y., Battles, B., Hoggatt, J.,	1. As opposed to using human testing and practice to test a design and make a technology more ethical and	1. The gap between the academic world and "industry" 2. How responsible should a designer	This te Apple' for the
Cynthia	Krebs, S., & Weber, H. (Eds.). (2021).	1. Repairing an object means interacting with all its inputs and outputs. In a way, when performing	1. The Internet has readily accessible resources (tutorials, guides) to promote repair culture through Do it	Repair knowle object
Cynthia	Lepore, J. (2014, June 16). What the	1. The innovator's dilemma is that doing the right thing is the wrong thing. The central criticism of this text	1. Progress is not innovation 2. The concept of disruptive	This te relatec innova
Cynthia	Victor, B. (2012). Inventing on	1. The black box by definition is where its inside is unknown. The only way to see what is inside is to look	1. Visually seeing the effect of the change you're making is a step to getting rid of the black box in the	In soft in gen the eff
Hannah	Gray, C. M., Kou, Y., Battles, B., Hoggatt, J.,	Dark patterns can emerge in technology that utilizes psychology tools to have the user preform actions	How do these tactics impact elder fraud and ageism?	There that de consid
Hannah	Krebs, S., & Weber, H. (Eds.). (2021).	There are different motivations for why an individual repairs an object. It could be out of necessity due to	How can we make repairing more affordable than buying new?	In the culture it is br
Hannah	Lepore, J. (2014, June 16). What the	Disruptive technologies are initially less profitable and of lesser quality, but then becomes popularized and	How are disruption perceptions linked to entrepreneurial companies?	The m disrupt left be
Hannah	Victor, B. (2012). Inventing on	A common problem in programing is not getting immediate feedback for what the programmer is creating. This	How do we encourage more overlap between social justice work and technology?	One w guidin design
Gary	Gray, C. M., Kou, Y., Battles, B., Hoggatt, J.,	In this article, the authors explore user experience through examples of "dark patterns," ethics, and	In terms of "dark patterns" and persuasion techniques, where along the line is the method considered to	User e using ' manip
Gary	Krebs, S., & Weber, H. (Eds.). (2021).	Repairs are different from maintenance in the way that repairs are necessary for making something	Would consumers have a better understanding of how to go about repairing things if there was a set	Cost n things Deper
Gary	Lepore, J. (2014, June 16). What the	Disruptive innovations are commonly seen today and are only going to get more disruptive. Emerging companies	Why do emerging or successful companies experience issues because of disruptive changes in the	Lepore Clayto predic
Gary	Victor, B. (2012). Inventing on	It is essential for people to bring ideas into the world. This process can be made much easier if creators had an	How can the education system help shift the focus of being locked into a specific skill that will come to define	Having make essen
Jose	Gray, C. M., Kou, Y., Battles, B., Hoggatt, J.,	I am shocked by the amount of dark patterns of UX design that I am familiar with in my life. When I	Has the general idea of dark patterns and their intentions changed since 2010 when Harry Brignull first came	I learn pattern
Jose	Krebs, S., & Weber, H. (Eds.). (2021).	I really like how Krebs and Weber establish the fact that repairing something does not only have to do	What is the repair movement and when did it really start? The entire event was just kind of talked about	In this of repa time w
Jose	Lepore, J. (2014, June	Lepore's idea of disruptive innovations is very interesting. Lepore	What is a commonality between all of the startups that Lepore worked at?	Disrup about

+ ≡

Notes about Texts ▾

Pivot by Text ▾

Pivot by Student ▾

BEAM summary ▾

Scan to see these examples

## How To Adopt Practice

Faculty can adapt my template to encourage students to reflect on a text’s content, form, provenance, and personal connections.

I ask students:

- What are the main facts ("notes" in the Cornell system)?
- What questions do you have ("cues" in the Cornell system)?
- What have you learned from the text ("summary" in the Cornell system)?
- To identify two key quotes.

I emphasize their notes will support upcoming projects and class discussions, and that I may share their notes with the class unless they indicate otherwise.

## Resources

Google Forms and Sheets training:

<https://gsuite.google.com/training/>

Overview of Cornell Note Taking System:

<https://lsc.cornell.edu/how-to-study/taking-notes/cornell-note-taking-system/>

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## References

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